



**MAINE
DEPARTMENT OF EDUCATION**

The federal *No Child Left Behind Act of 2001 (NCLB)* requires all states, school districts, and schools to provide annual report cards to parents and communities that include Maine Comprehensive Assessment System (MeCAS) data disaggregated into subgroups, attendance and graduation rates, status of Adequate Yearly Progress (AYP), and information on “highly qualified” teachers. This report card also displays statewide academic achievement results in grades four and eight on the National Assessment of Educational Progress (NAEP) reading and mathematics assessments, as well as the participation rates for students with disabilities and limited English proficiency on the exam. Maine’s NCLB Report Cards contain the following information:

MeCAS Assessment Data 2010-2011: Assessment data for reading and mathematics are provided for Grades 3-8 and high school, as well as for science for grades 5, 8, and high school. Data is disaggregated to explain performance by subgroups. The MeCAS data is from the tests given in the fall of 2010 (Grade 3-8), spring of 2011 (High School), spring of 2011 (Alternate Assessment-Science), and spring of 2010 (Alternate Assessment- Reading and Mathematics).

Adequate Yearly Progress (AYP): Accountability information is provided for how well districts and schools are progressing toward all students being proficient in reading and mathematics. This system has been established to comply with the accountability provisions of NCLB, which require, among other things, that each school makes AYP toward meeting a national goal of all students being “proficient” in reading and mathematics by the school year 2013-2014.

Qualifications of Teachers: Information about the qualifications of teachers is provided for three areas: 1) the professional qualifications of teachers; 2) the percentage of teachers with emergency or conditional certificates; and 3) the percentage of classes not taught by teachers who are highly qualified in core academic areas such as mathematics, science, social studies, etc. This data is intended to help you understand the backgrounds and preparation of the teachers who are working with your child.

National Assessment of Educational Progress (NAEP): Data from the 2008-2009 NAEP results is displayed, allowing you to evaluate the performance of students in Maine with the performance of students across the nation or in other states. Students take the NAEP in reading and mathematics every two years. When reviewing these results, it is important to keep in mind that the NAEP results are based on a sample of schools and students across Maine, not all Maine schools and students.

This NCLB Report Card details how Maine districts and schools are meeting the requirements of the federal NCLB legislation. More information about NCLB can be found at www.maine.gov/education/nclb/index.html or by contacting the NCLB Clearinghouse at 624-6705.



2011-2012 NCLB Report Card

School: Eric L Knowlton School

SAU: RSU 60/MSAD 60

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2011-2012 NCLB Report Card



School: Eric L Knowlton School
SAU: RSU 60/MSAD 60
Grade: 05



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Group	Reading Assessment Data													
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students		Not Tested First Year LEP Students
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment	
All Students	2009-2010	86	86	100	71	72	72	13	58	22	7	86	0	
	2010-2011	85	85	100	73	73	70	9	64	21	6	82	3	0
Female	2009-2010	34	34	100	74	78	78	24	50	21	6			
	2010-2011	42	42	100	76	75	75	12	64	21	2			
Male	2009-2010	52	52	100	69	67	67	6	63	23	8			
	2010-2011	43	43	100	70	71	66	7	63	21	9			
Caucasian/White	2009-2010	84	84	100	71	72	73	13	58	21	7			
	2010-2011	80	80	100	75	74	71	10	65	20	5			
African American/Black	2009-2010	1	1	100			57							
	2010-2011	1	1	100			48							
Hispanic	2009-2010	0	0				70							
	2010-2011	2	2	100			65							
Asian or Pacific Islander	2009-2010	1	1	100			73							
	2010-2011	1	1	100			68							
American Indian or Native Alaskan	2009-2010	0	0				62							
	2010-2011	0	0				65							
Economically Disadvantaged	2009-2010	38	38	100	63	63	62	5	58	29	8			
	2010-2011	25	25	100	56	64	60	8	48	40	4			
Migrant	2009-2010	0	0											
	2010-2011	0	0											
Students with Disabilities	2009-2010	12	12	100	25	36	36	<1	25	33	42			
	2010-2011	12	12	100	33	32	34	<1	33	42	25			
Limited English Proficient	2009-2010	1	1	100			49							
	2010-2011	2	2	100			46							

NOTE: Some achievement level results have been left blank because fewer than 10 students were tested.

*Achievement levels are as follows: Level 4 = Proficient with Distinction, Level 3 = Proficient, Level 2 = Partially Proficient, Level 1 = Substantially Below Proficient

<1 is printed when the percentage rounds to 0.

2011-2012 NCLB Report Card



School: Eric L Knowlton School
SAU: RSU 60/MSAD 60
Grade: 06



**MAINE
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Group	Reading Assessment Data													
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students		Not Tested First Year LEP Students
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment	
All Students	2009-2010	232	231	100	65	64	68	9	56	28	7	229	2	
	2010-2011	195	192	98	73	73	72	8	65	20	6	189	3	0
Female	2009-2010	118	118	100	70	70	74	13	58	25	5			
	2010-2011	81	80	99	78	78	76	13	65	19	4			
Male	2009-2010	114	113	99	59	59	63	5	54	31	10			
	2010-2011	114	112	98	71	71	68	5	65	21	8			
Caucasian/White	2009-2010	223	222	100	65	65	69	9	56	27	8			
	2010-2011	185	182	98	73	73	73	8	65	21	7			
African American/Black	2009-2010	2	2	100			47							
	2010-2011	3	3	100			52							
Hispanic	2009-2010	3	3	100			62							
	2010-2011	2	2	100			67							
Asian or Pacific Islander	2009-2010	4	4	100			70							
	2010-2011	4	4	100			67							
American Indian or Native Alaskan	2009-2010	0	0				56							
	2010-2011	1	1	100			65							
Economically Disadvantaged	2009-2010	100	100	100	48	48	56	3	45	38	14			
	2010-2011	84	82	98	66	66	60	10	56	24	10			
Migrant	2009-2010	0	0											
	2010-2011	0	0											
Students with Disabilities	2009-2010	41	40	98	35	35	29	<1	35	43	23			
	2010-2011	36	35	97	37	37	33	6	31	31	31			
Limited English Proficient	2009-2010	4	4	100			44							
	2010-2011	3	3	100			46							

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2011-2012 NCLB Report Card



School: Eric L Knowlton School
SAU: RSU 60/MSAD 60
Grade: 05



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Group	Mathematics Assessment Data												
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students	
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment
All Students	2009-2010	86	86	100	71	73	64	20	51	15	14	86	0
	2010-2011	85	85	100	68	69	61	22	46	22	9	82	3
Female	2009-2010	34	34	100	71	73	64	18	53	12	18		
	2010-2011	42	42	100	64	63	61	19	45	24	12		
Male	2009-2010	52	52	100	71	74	64	21	50	17	12		
	2010-2011	43	43	100	72	75	61	26	47	21	7		
Caucasian/White	2009-2010	84	84	100	70	73	65	19	51	15	14		
	2010-2011	80	80	100	69	69	62	24	45	24	8		
African American/Black	2009-2010	1	1	100			37						
	2010-2011	1	1	100			32						
Hispanic	2009-2010	0	0				55						
	2010-2011	2	2	100			48						
Asian or Pacific Islander	2009-2010	1	1	100			67						
	2010-2011	1	1	100			59						
American Indian or Native Alaskan	2009-2010	0	0				54						
	2010-2011	0	0				60						
Economically Disadvantaged	2009-2010	38	38	100	66	67	51	8	58	13	21		
	2010-2011	25	25	100	36	55	47	16	20	48	16		
Migrant	2009-2010	0	0										
	2010-2011	0	0										
Students with Disabilities	2009-2010	12	12	100	25	36	34	8	17	25	50		
	2010-2011	12	12	100	25	39	30	<1	25	58	17		
Limited English Proficient	2009-2010	1	1	100			38						
	2010-2011	2	2	100			34						

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2011-2012 NCLB Report Card



School: Eric L Knowlton School
SAU: RSU 60/MSAD 60
Grade: 06



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Group	Mathematics Assessment Data												
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students	
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment
All Students	2009-2010	232	231	100	67	67	63	18	49	23	11	229	2
	2010-2011	195	192	98	74	74	64	27	48	17	9	190	2
Female	2009-2010	118	118	100	64	64	62	12	52	21	15		
	2010-2011	81	80	99	66	66	63	26	40	24	10		
Male	2009-2010	114	113	99	70	69	63	24	46	24	6		
	2010-2011	114	112	98	80	80	64	27	54	12	8		
Caucasian/White	2009-2010	223	222	100	67	67	64	18	49	22	11		
	2010-2011	185	182	98	74	74	65	26	47	17	9		
African American/Black	2009-2010	2	2	100			40						
	2010-2011	3	3	100			36						
Hispanic	2009-2010	3	3	100			49						
	2010-2011	2	2	100			57						
Asian or Pacific Islander	2009-2010	4	4	100			68						
	2010-2011	4	4	100			66						
American Indian or Native Alaskan	2009-2010	0	0				50						
	2010-2011	1	1	100			60						
Economically Disadvantaged	2009-2010	100	100	100	57	57	49	11	46	25	18		
	2010-2011	84	82	98	66	66	50	24	41	21	13		
Migrant	2009-2010	0	0										
	2010-2011	0	0										
Students with Disabilities	2009-2010	41	40	98	35	35	29	3	33	40	25		
	2010-2011	36	35	97	43	43	28	11	31	23	34		
Limited English Proficient	2009-2010	4	4	100			36						
	2010-2011	3	3	100			39						

NOTE: Some achievement level results have been left blank because fewer than 10 students were tested.

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2011-2012 NCLB Report Card



School: Eric L Knowlton School
SAU: RSU 60/MSAD 60
Grade: 05



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Group	Science Assessment Data																														
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students																			
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment																		
All Students																															
	2010-2011	87	86	99	60	57	64	3	57	33	7	84	2																		
Female																															
	2010-2011	43	43	100	60	58	64	2	58	35	5																				
Male																															
	2010-2011	44	43	98	60	56	65	5	56	30	9																				
Caucasian/White																															
	2010-2011	80	79	99	59	56	66	4	56	34	6																				
African American/Black																															
	2010-2011	2	2	100			32																								
Hispanic																															
	2010-2011	3	3	100			50																								
Asian or Pacific Islander																															
	2010-2011	1	1	100			68																								
American Indian or Native Alaskan																															
	2010-2011	0	0				58																								
Economically Disadvantaged																															
	2010-2011	26	26	100	38	46	53	4	35	58	4																				
Migrant																															
	2010-2011	0	0																												
Students with Disabilities																															
	2010-2011	13	12	92	25	25	36	<1	25	42	33																				
Limited English Proficient																															
	2010-2011	2	2	100			36																								

NOTE: Some achievement level results have been left blank because fewer than 10 students were tested.

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2011-2012 NCLB Report Card



School: Eric L Knowlton School
SAU: RSU 60/MSAD 60
Grade: 3-8



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Group	Accountability Data														
	Reading						Mathematics						Additional Academic Indicator		
	Percent Tested Target: 95%			Percent Meets and Exceeds Target: 75%			Percent Tested Target: 95%			Percent Meets and Exceeds Target: 70%			Average Daily Attendance Target: 93%		
	School	SAU	State	School	SAU	State	School	SAU	State	School	SAU	State	School	SAU	State
All Students	99	E: 99 M: 99	E: 99 M: 99	66	E: 73 M: 68	E: 69 M: 70	99	E: 99 M: 99	E: 99 M: 99	67	E: 73 M: 67	E: 61 M: 61	94	94	95
Caucasian/White	99	E: 99 M: 99	E: 99 M: 99	67	E: 74 M: 68	E: 70 M: 71	99	E: 99 M: 99	E: 99 M: 99	66	E: 74 M: 66	E: 62 M: 61			
African American/Black	*	E: * M: *	E: 95 M: 96	*	E: * M: *	E: 44 M: 50	*	E: * M: *	E: 99 M: 99	*	E: * M: *	E: 33 M: 34			
Hispanic	*	E: * M: *	E: 97 M: 97	*	E: * M: *	E: 59 M: 62	*	E: * M: *	E: 99 M: 99	*	E: * M: *	E: 49 M: 51			
Asian or Pacific Islander	*	E: * M: *	E: 97 M: 98	*	E: * M: *	E: 67 M: 71	*	E: * M: *	E: 99 M: 99	*	E: * M: *	E: 62 M: 66			
American Indian or Native Alaskan	*	E: * M: *	E: 99 M: 98	*	E: * M: *	E: 65 M: 68	*	E: * M: *	E: 99 M: 98	*	E: * M: *	E: 61 M: 58			
Economically Disadvantaged	99	E: 98 M: 99	E: 99 M: 99	53	E: 66 M: 57	E: 58 M: 58	99	E: 98 M: 99	E: 99 M: 99	57	E: 64 M: 55	E: 48 M: 47			
Students with Disabilities	98	E: 94 M: 96	E: 98 M: 98	19	E: 33 M: 24	E: 33 M: 30	98	E: 94 M: 96	E: 98 M: 98	21	E: 41 M: 27	E: 32 M: 24			
Limited English Proficient	*	E: * M: *	E: 92 M: 92	*	E: * M: *	E: 43 M: 45	*	E: * M: *	E: 99 M: 99	*	E: * M: *	E: 34 M: 37			

E = Elementary Grades 3-5 M = Middle Grades 6-8

*Group is too small to be statistically evaluated. Participation requires a minimum of 41 students in a subgroup and Performance requires a minimum of 20 students in a subgroup.

2011-2012 NCLB Report Card

Maine Teacher Quality Data



School: Eric L Knowlton School
SAU: RSU 60/MSAD 60



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Part I: Professional Qualifications						
	B.A.	B.A. + 15 credit hours (includes + 30 CAS)	M.A.	M.A. + 15 credit hours	M.A. + 30 credit hours (includes CAS)	Ph. D
Professional Qualifications of All Public Elementary and Secondary School Teachers in the School ¹	12	0	7	0	1	0

Part II: Emergency/Conditional Certification	
Percentage of Public Elementary and Secondary School Teachers in the School with Emergency/ Conditional Certification as of April 30, 2011	0

Part III: Classes <u>NOT</u> Taught by Highly Qualified Teachers	
	School Aggregate
Percentage of Core Academic Subject Elementary and Secondary School Classes NOT Taught by Highly Qualified Teachers	0

¹Professional Qualifications are defined by the State and may include information such as the degrees of public school teachers (e.g., percentage of teachers with Bachelors Degrees or Masters Degrees) or the percentage of fully certified teachers.